DOCUMENT RESUME

ED 257 299 EC 172 727

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|---|---|
| TITLE | Effective Performance Based Placement for Hard to Place Groups. A Conference on Improving Job Development Techniques. (Phoenix, Arizona, April 2-3, 1984). Opening Doors Monograph. |
| INSTITUTION | Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.; Arizona Univ., Tucson. Coll. of Education. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| PUB DATE | Oct 84 |
| NOTE | 73p.; Paper based on this monograph was presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985). |
| PUB TYPE | Guides - Non-Classroom Use (055) -- Collected Works - Conference Proceedings (021) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Disabilities; Employment; *Job Development; *Job Placement |

ABSTRACT

The conference excerpts highlight job development techniques for hard-to-place clients. Myths about employment are cited, including that the most qualified person gets the job and employers know what they are doing in hiring. The job developer's role in understanding and accessing the job market is considered, along with time management suggestions for scheduling, organizing caseloads, and self-assessment. Additional functions of the job developer are noted: writing job development contracts and preparing clients for interviews. A panel of employers touches upon questions of rural problems and job developers' roles. Concerns of limited English speakers, ex-offenders, and the disabled are briefly addressed. The job developer's role in post-interview debriefing, and "selling" the employer on features of organizations and of clients is noted. A final section addresses issues of networking. Conference participants and their affiliations are listed. (CL)

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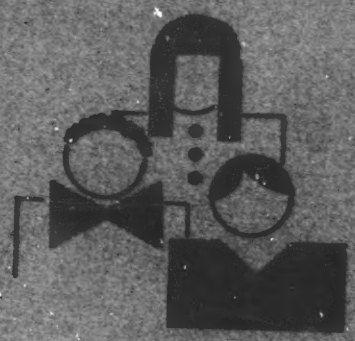
# OPENING DOORS MONOGRAPH

## EFFECTIVE PERFORMANCE BASED PLACEMENT FOR HARD TO PLACE GROUPS



## A CONFERENCE ON IMPROVING JOB DEVELOPMENT TECHNIQUES

Coordinated by:

Vocational Special Needs Innovation Program
College of Education, University of Arizona
and
[illegible]
Division of Vocational Education
ARIZONA DEPARTMENT OF EDUCATION
CAROLYN WARNER, SUPERINTENDENT
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October, 1984

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Program described at the Annual Convention

of the

Council for Exceptional Children

(63rd, Anaheim, CA, April 15-19, 1985)

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Total Copies Printed -- 450
Total Printing Cost -- 1552.50
Unit Printing Cost -- 3.45
Date of Printing -- 11/84

# Effective Performance Based Placement for Hard to Place Groups

## A Conference on Improving Job Development Techniques

April 2 and 3, 1984
Phoenix, Arizona

*"This conference came about as a result of the evaluations from our previous series of OPENING DOORS workshops. Many of you in here today indicated to us that it was not enough to remove attitudinal barriers for folks with special needs. What you wanted were some specific techniques on job development and you wanted some information on resources to assist you in job developing. So, that is the intent of the next two days. We feel that this is probably the first major effort of DES, Community Based Organizations, and the Vocational Special Needs Program to coordinate on an endeavor such as this."*

*Virginia Posey*
*Conference Coordinator*
*Vocational Special Needs Inservice Program*
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# CONFERENCE MONOGRAPH

**Major Presenter:** Richard Pimentel
Windmills Training Group
Portland, Oregon

editing & graphics by karen j zopf

## Job Developing -- A Profession?

There is no such thing as a good "part-time" job developer. Go back and tell your administrators that! The reason is you lose continuity. It is hard to keep changing hands.

I'm an old job developer. For years I grieved that there is no school for job developing. I got together with other job developers in the country and we brainstormed on some techniques that work best.

Are we a profession? There is no certification for job developing. There are no standards for certification.

The MDTA program in President Johnson's administration provided money for the unemployed. Schools sprang up to educate the unemployed. People were educated, but there still were no jobs for them. CETA came in and found jobs for these people in government -- the birth of public sector employment and "job developers."

We all learned job developing by the seat of our pants and by the employers we contacted. For a number of years, the key term in job developing was TRAINING, but now JTPA says, "You don't place them, you don't get paid." Now the key term is placement -- PERFORMANCE BASED PLACEMENT.

> *I'd like to explain to you the purpose of the workshop, and that is to provide information, strategies, and employer information for those who are responsible for developing human resources and for placement."*
>
> *Stewart Miller*
> *Director of Program Support*
> *Division of Vocational Education*
> *Arizona Department of Education*

Job Development is now a PROFESSION. You get pencils, business cards, paper, and things like that.

The bottom line is that there are not enough jobs for all the people you represent. The difference between your group finding employment is not going to be how deserving they are or how professional we are as job developers.

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## Myths About Employment

Everything you and your applicants know about employment is based on three "lies." These three myths about employment are:

(1) "Employers know what they are doing when it comes to hiring."

THE DECISION TO HIRE IS THE DECISION TO LIKE. Employers do not do the hiring. Supervisors do the hiring.

(2) "The most qualified person gets the job."

You have to have the minimum qualifications for the job. After that, it is not the best qualified applicant that gets the job. IT IS THE BEST PRESENTED APPLICANT THAT GETS THE JOB.

Qualifications make up about one-third of the hiring decision. THE DECISION TO HIRE IS THE DECISION TO LIKE. There is a lot of money poured into persons with disabilities. Most of them are not hired because we've been concentrating on their "qualifications" -- one-third of the hiring decision.

(3) "The evaluation of your ability to do the job is an evaluation of your worth as a person."

We need to help our clients understand these myths. We can make our applicants experts in interviewing and in presenting themselves to the employer. Rather than becoming negative when turned down for a job, our applicants can say, "Hey, what didn't I do this time that I can do next time?"

*"The final report of the White House Conference came up with a ranking of the most important issues affecting the lives of disabled individuals ... At the top of the list was a concern of disabled people in this country for the effectiveness of job placement programs."*

*Richard Sheppard*
*Director of State Relations*
*President's Committee on Employment of the Handicapped*

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## The Job Market

A job opening is an opportunity to the job developer. To the employer, a job opening is a "problem," an expense. The supervisor is likely to hire someone he/she knows or to call other supervisors (co-workers) to see if they know of someone. The next step is to go to Personnel and their "files." The next step is the job developer, and last is the newspaper. You, Job Developer, are number four, not number one!

The Hidden Job Market: 80% of the hires are going to happen at the level of supervisors, co-workers, and personnel. Ninety-five percent of the people are looking for 20% of the jobs. Only 30% of the people are creatively looking for jobs!

Some people think job developing is looking in the newspaper before your applicant does. About 60% of the job developers in our country never get beyond steps four and five. They are searching for 20% of the jobs.

What is job developing then? JOB DEVELOPING IS NOT JOB REFERRAL. IT IS NOT SENDING PEOPLE OUT FOR AN INTERVIEW. A JOB DEVELOPER IS SOMEONE WHO CAN *PREPARE* THE APPLICANT TO GET THE JOB, AND INCREASE THAT APPLICANT'S POTENTIAL FOR EMPLOYMENT.

> *"Placement is a partnership between the individual and business and industry. Many of you in this room are converts or the sponsors of this partnership and we hope that when you go away today you'll have even better ideas and better networking communications with other people that can help you carry out these responsibilities than you had when you came in this morning."*
>
> *Trudy Rogers*
> *Acting Director of Comprehensive Training*
> *Division of Vocational Education*
> *Arizona Department of Education*

You, Job Developers, do not find people jobs. People get their own jobs. You increase their chances! The real work is preparation of the client before the interview, debriefing after the interview, getting employers to work with your agency, and assisting employers in overcoming their fears in hiring your clients.

Job developing is not SALES. A professional job developer is a CONSULTANT who advises applicants on jobs they should take, and advises employers on applicants they should take. You can use ethical sales techniques in doing this, however.



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## Accessing the Job Market

As a Job Developer, you work for the applicant as well as for the employer. Job Developers are the bridge between the applicant and the employer. It is a dual "sales" job: selling the applicant on the employer and selling the employer on the applicant.

You can use the newspaper for leads. Call the supervisor and circumvent the system if you can. Use other Job Developers and share job orders. We need to start networking among ourselves.

Why should you network? The Job Developers in this room can make enough phone calls to "kill" every employer in Arizona. The employers are *not* going to use every agency.

We are all embarrassed to be unemployed. But your applicants need to connect with every person they know. Still, the key is contacting the *supervisor* to see your client.

A Job Developer can effectively work with ten people. You may have a caseload of fifty, but you are only working effectively with ten at one time. Job developing is a very LABOR INTENSIVE EFFORT!

> *"Part of the title for this conference is OPENING DOORS. I've been here for fourteen months. I've not had one door close on me. The doors are open, but we've got to WALK IN those doors. I think KNOWING, HAVING, BELIEVING, AND SELLING THE PRODUCT IS A MUST!"*
>
> *Dr. Douglas X. Patiño, Director*
> *Department of Economic Security*

There is hope, though. You can make your applicants into their own Job Developers. Run them like they were your own staff.

You and your applicants need to use the telephone effectively. We will interrupt the damnedest thing to answer the telephone.

TELEPHONE COLD CALL: When you're working with hard-to-place groups, your chances increase three-fold when you send them to a place where there is NO OPENING, than if you send them to a place that is interviewing.

When there is an opening, the employer is still going to measure the applicant against an artificial set of criteria. If you can come in uncompetitively and on a one-to-one basis, that gives the supervisor a chance to LIKE your applicant.

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## Time Management

Many Job Developers find that their responsibilities outweigh the amount of time available to them. [Indeed, time management was frequently listed as a serious barrier to good job development on the conference evaluation forms.] The larger your caseload, the more important it is that you use your time to the best advantage. Following are some recommendations for good time management in the areas of scheduling, organization of caseload, and assessment of the use of your time (adapted from *Performance Based Placement Manual* by Milt Wright & Associates, 1984).

*SCHEDULING*

1. Preparing the applicant for an interview and debriefing the applicant after an interview take the HIGHEST PRIORITY over any other activities.

2. The best times to MEET WITH THE APPLICANT are from 8:00 to 9:30 AM and from 11:30 AM to 2:00 PM.

3. Setting up interviews for applicants, cold calling, re-establishing and maintaining employer network contacts, and follow-up can be conducted over the phone. The best times to make these CALLS TO EMPLOYERS are from 9:30 to 11:30 AM and from 2:00 to 4:00 PM. These are the prime hours for most employers. However, times may vary according to types of business.

4. Schedule field VISITS TO EMPLOYERS one day a week. All visits should be made in that one day, if possible.

5. Record employer and applicant information during or immediately following contact with the individual. Other RECORD KEEPING and PAPERWORK should be done towards the end of the day.

6. FOLLOW-THROUGH on commitments with employers is necessary to maintain credibility. All Job Developers should have an APPOINTMENT CALENDAR that reminds them of commitments made with employers.

7. Job Developers needs to let employers know when they are AVAILABLE FOR PHONE CALLS. It is irritating to an employer when a Job Developer is not available for phone calls.

*ORGANIZING CASELOAD*

Categorize your caseload according to applicants' vocational placement goals; e.g., clerical, food service, management trainee, electronic assembly. When job developing in a specific vocational area, refer to all

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applicants within that category.

Place priority on the most marketable applicants. Identify ten to twelve applicants with the highest skills and abilities, the greatest flexibility, and the most positive attitudes and manner of presentation to recommend to employers. Utilize these "best" applicants to establish a positive reputation with the employer and "open the door" for further applicant referrals.

> *"This [conference] is probably A FIRST for all of us to work together."*
>
> *Barbara Border*
> *Deputy Associate Superintendent, Program Improvement*
> *Division of Vocational Education*
> *Arizona Department of Education*

*SELF-ASSESSMENT*

If possible, evaluate your time spent in each of the following categories to assist in analyzing the best use of time.

1. JOB SKILLS TRAINING SESSIONS: Job search preparation, interview preparation
2. TELEPHONE COLD CALLS: Employer contacts resulting in applicant interviews, OJTs, placements, or on-site visits
3. OUTSIDE EMPLOYER CONTACTS: Resulting in applicant interviews, OJTs, or placements
4. AFTER THE INTERVIEW: Applicant contacts, employer contacts
5. FOLLOW-UP AFTER PLACEMENT: With applicant, with employer

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## Influence of the Job Developer

The difference between "Social Service" and "Job Developing" is where we place our priorities in managing our caseload. In social service, most service and time should go to those least able to serve themselves. In job developing, most service and time spend should go to those people best able to serve themselves.

Tell clients what their responsibilities are and put it down in writing. JOB DEVELOPMENT CONTRACTS list job specs a person is after, things the client is required to do, and what YOU are required to do. This includes job goal, salary expectation, geographic locations, and phone numbers where client can be contacted. Responsibilities of the Job Developer include number of employers to be contacted, preparation of the client with job search skills, preparation of the client for the interview, and debriefing of the client after the interview.

> *"We in DES are really pleased to be a co-sponsor and to begin to lay the foundation for the future, and that is to truly coordinate our employment and training resources."*
>
> *Dr. Douglas X. Patiño, Director*
> *Department of Economic Security*

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## Preparing Clients for Interviews

Provide information to the client on the company and employer that he/she will be interviewing. Put your clients to work. Have them bring back an application form from each employer they visit.

There are three steps in preparing the applicant for the interview:

1. PROVIDE BASIC INFORMATION ABOUT THE JOB: Title, salary, duties, potential, machines being used.

2. SELL CLIENT ON WANTING THE JOB: Clients will work harder on the job *they* want than on the job *you* want for them.

3. SELL WORK REALISTICALLY: It is not always happiness. Find out the person's dreams and explain how the job can help them get what they want. Tell them what questions will be asked of them at the interview. (You'll know these questions after debriefing of previous clients and developing a file of questions for each employer.)

Be sure applicants come physically dressed for the interview when they come in to see you. The interview process is an "artificial" way to evaluate how someone will do on the job. You are looking at evaluation indicators: skills, education, and ability to communicate. For the bulk of employers, the interview process is a perfectly natural and rational way to evaluate how a person will do on a job -- But not for everyone!

There are certain populations that do not come across well in an interview. There are populations, who because of cultural differences, language, disabilities, etc., will not be measured realistically through an interview.

*"The purpose of the EMPLOYABILITY SKILLS CHARTS is to address Arizona business and industry needs for workers to have the work ethics, responsibility skills, and basic and related skills ... This is an effort to secure a commitment from business and industry and education to cooperate in putting together information that will help both youth and adults understand the work area."*

*Trudy Rogers*
*Acting Director of Comprehensive Training*
*Division of Vocational Education*
*Arizona Department of Education*

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## Employer Panel

*"Every one of us has a dream. Unfortunately, most of us choose to go asleep on that dream, and let it go away ... Don't bury that dream. Nurture it. Once you've accepted fear as a way of life, failure is going to come ... Nothing is going to happen unless you make it happen ... unless your [job] candidate makes it happen."*

*Marvin Mortenson*
*ITT Courier Terminal Systems, Inc., Tempe*

Question: "How do you feel about Rich [Pisentel] telling job developers to bypass Personnel and go directly to first-line supervisors? Would it work in your company?"

Response: "If you were to bypass Personnel at ITT and go directly to the supervisor, a couple of things would happen. One, the Supervisor would transfer you immediately to Personnel, without discussing it. Second, if you bypass Personnel, you would never do business with ITT ... There are a lot of laws that we as a company must adhere to -- it's called Equal Employment Opportunity." (Marvin Mortenson)

Question: "What do you think of the professionality of the Job Developer that comes to you?"

Response: "My largest criticism is that they haven't even found out what our operation is all about ... If you are there trying to help your folks, why didn't you know [that you have to live in a dormitory and that the work is seasonal]?" (M. Kathleen Callan, Fred Harvey Company, Grand Canyon)

Question: "How do you suggest clients respond to the question on job applications referring to a previous injury on the job?"

Response: "I would hope they would answer the question correctly. We had a situation last year where an employee was hired, worked for two days, and injured her back, and filed for Workmen's Compensation ... Through the process it was found that the person had an injury reported by a previous employer ... Because she did not report it on her job application, her claim was denied." (Mike Law, University of Arizona, Tucson)

Question: "How do I let you [employer] know about my people who need and can do the work? ... I represent a rural area."

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Response: "...It would be a simple matter of keeping in touch ... The telephone is great, but you want to follow-up ... A manager in the mining department would never refuse a telephone call with someone from an employment service ... I see no problem in going directly where that information [on potential openings] can be derived." (Stanley Watowich, Gold Fields Mining Corporation, Yuma)

Question: "For a very physically and obviously disabled person, do you prefer that they address that issue during the interview, or do you prefer that they didn't address it at all? And if so, how?

Response: "They ought to be totally comfortable in selling themselves. Remember, they have to SELL!" (Marvin Mortenson)

Response: "This is my third experience in a session with Rich and Windmills, and I'm very grateful for the first one especially, because it made me more aware of some of my biases and perhaps an area in which I was very ignorant.

"There was a time when I was very uncomfortable addressing that problem. I recently hired a student ... The girl came by my office and her disability was very obvious ... I didn't hesitate, because of Windmills, to ask her how well she could do the job ... I asked her what kind of special accommodations we would have to do ... She said she would work with 'whatever you give me' ... These sessions need to be done for employers." (Mike Low)

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## Concerns of Special Groups Represented at the Conference

It is imperative that the employer know the disability, especially a hidden disability such as a learning disability or back injury. Otherwise, the employment could be terminated. Full disclosure is the best policy.

You, the Job Developer, must be more than a referral service. You've got to be able to effectively sell yourself to the employer and then bring up the disability. We all react to disabilities. The person who is going to be hired is someone who can make the employer comfortable with the disability.

We use a process called "general to the specific." The client goes to the employer and sells him/herself on the job qualifications. Then the client mentions casually, "You know I have [epilepsy]" and then asks the employer, "What do you know about epilepsy?" After the employer's response, the client says, "Fine, let me tell you about [epilepsy]." No more than 45 seconds is spent on the general facts of epilepsy. Then the client becomes SPECIFIC and says, "Now, I have this kind of seizure and take this kind of medication. Here are the problems and concerns I would have if I were the employer." Resolve the concerns on the spot or the HIRING CONCERNS will become HIRING OBJECTIONS.

> *"In education and training, I think the critical question for me is, 'Who is going to educate and train, and where is it that we're going to do it?' . . I don't think our educational institutions are going to be able to afford in the future to have the updated equipment in the new technologies. It is going to have to be at the employer's worksite. I think that is wonderful ... Because we have all of these special populations, we have the WHOLE SOCIETY TO SERVE!"*
>
> *Dr. Douglas X. Patiño, Director*
> *Department of Economic Security*

Convincing an employer that your client NEEDS a job is a worthless endeavor. Everyone needs a job. You must take the "teenagers" and help them to sell INTANGIBLE TRAITS, such as dependability, responsibility, etc.

For the limited English speaking, it is often helpful to start with placing a bilingual person at the company first. Then it is easier to place persons with limited English proficiency, since the bilingual person can facilitate better communications.

When you "sell" ex-offenders, more than any other group, you must establish individual credibility with the employer. In some cases, you will not be able to get them through security clearance and in some cases bonding will be needed.

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## Interviews

You must find out how well your client interviewed for three basic reasons:

(1) Is the client still "in the running?" If so, what is going to happen next?

(2) If the client is not going to be considered, you want to be able to make another referral.

(3) You want the employer's advice on how to make the client a better interviewer.

*STRUCTURED VS. UNSTRUCTURED*

There are only two kinds of interviews: structured and unstructured. In a structured interview, you can answer the employer's questions with a "yes," "no," or "maybe." Nothing frustrates the employer more than for the client to break away from the structure for these "routine" questions and "free lancing." Too often we start thinking of the answer *before* the employer finishes with the question.

Clients should know their skills and why they would be good for the job, and explain it to the employer. Clients should know something about the company. They should be able to FEATURE BENEFITS.

In an unstructured interview, the employer asks the client, "Tell me about yourself." Teach your clients to "throw it back to the employer" by telling three to five points about themselves and then asking, "Is there anything else you would like to know?"

Employers are not measuring your applicants in much of a scientific way. The applicants must tell the employer directly, "I want to work for YOU!"

*THE NO FAIL COLD CALL*

Look at the organization and decide who it is you need to talk to. You need to give 15-30 seconds of information about your client. You have to show the employer that you are just as interested in *their* welfare as in the welfare of your client.

The OPTION COLD CALL is one that deals with "fall back" positions with employers. If the employer cannot see your person, ask if he/she can refer you to an employer who will. If one job classification has no openings, ask what jobs *are* open, and what kind of people they *do* hire.

Personnel and Affirmative Action are not always the same person in large companies. If you can't get through to one, call the other. If you do get an invitation to come in from the employer, it is time for the SALES CALL. You may be able to cut the company's "cost" by suggesting targeted jobs tax credit or on-the-job training.

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## Employer Buying Decisions

When the Job Developer makes a sales call, employers may consider any or all of the following in determining whether they want to work with you and your organization -- whether they want to "buy" what you have to "sell" (adapted from *Performance Based Placement Manual* by Milt Wright & Associates, 1984).

1. INTEGRITY: Is the Job Developer honest? Will I be advised fairly? Will the Job Developer follow through?

2. JUDGMENT: Were my needs listened to? Did the Job Developer learn about my company? Will sound judgment be used to refer only qualified applicants to me?

3. ORGANIZATION: Does the organization and its purpose appeal to me? What is the reputation of the organization?

4. QUALITY OF APPLICANTS AND FOLLOW-UP SERVICES: Is the Job Developer able to refer quality applicants? What are the overall services which the Job Developer and/or organization can provide to me?

5. COST: What does it cost to work with this Job Developer and organization? What are the monetary advantages in working with this particular Job Developer and this particular organization?

*"The EMPLOYABILITY SKILLS PROGRAM is a unique partnership from business, industry, and education. It provides an exciting vehicle to become actively involved in determining the specific employment skills students will learn and the program increases communication among the partners. In short, the Employability Skills Program clarifies what students need to do in order to get a specific job and to keep that job. This in turn will provide Arizona business with workers it needs now and will continue to need in the future."*

*Slide/Tape Presentation of*
*the Employability Skills Program*

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## Seven Steps to a Sale

Buying motives and factors that employers consider when they decide to work with a Job Developer and his or her organization comprise a seven-step process that can be used to "sell" the employer on the benefits of the organization (adapted from *Performance Based Placement Manual* by Milt Wright & Associates, 1984).

1. APPROACH: Establish a sense of rapport with the employer and try to make him or her feel comfortable and respected. (This is not the time for a sales pitch!) Show an interest in the employer and the company.

2. QUALIFICATION: Make sure that you're talking to the right person -- the one who makes the decision to hire. Then seek information as to what the employer's needs are. Ask, for example, about specific job titles and qualifications, and about the hiring process.

3. AGREEMENT OF NEED: Show the employer that you are an effective listener by mirroring back what you heard the employer say. For example, "As I understand it, you are looking for someone who is (list qualifications needed). Is that correct?"

4. SELL THE ORGANIZATION: Begin by finding out how much the employer already knows about your organization. Then correct any misconceptions and fill in any gaps, emphasizing who you are, your services, other employers you work with.

5. FILL THE NEED: Inform the employer of the features and benefits of working with you, your organization, and your applicant. Point out FEATURES of your program ("Applicant received classroom training") and how the employer will BENEFIT ("You will need less time to train this applicant").

6. ELICIT COMMITMENT: Identify and resolve any concerns or objections that the employer may have with regard to working with you, your organization, or your clients.

7. CEMENT THE SALE: Reinforce the employer's decision to work with you by emphasizing the reasons why he or she will be satisfied ("You will save a great deal of time by working with us"). Restate the agreement and schedule a time for follow-up.

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## Feature Benefits

Each agency has features (e.g., pre-screening, targeted jobs tax credit, good track record), but it is the *benefits* of those features that employers "buy." Benefits are those things about the features that will be of use to the person who is buying the program. Below are some of the agency and client features, along with the benefits to employers, that were listed frequently by conference participants.

| *FEATURES OF ORGANIZATIONS* | *BENEFITS TO EMPLOYER* |
|---|---|
| Provide prescreening, aptitude testing, career assessment and counseling | Insure appropriate placement, improve job satisfaction, cut down on turnover |
| Provide training in appropriate pre-vocational and social skills | Applicants know importance of punctuality and dependability, getting along with co-workers |
| Provide classroom instruction or on-the-job training to meet needs of employer | Save training time and cost |
| ***FEATURES OF CLIENTS*** | ***BENEFITS TO EMPLOYER*** |
| Prescreened and counseled | Get the "right person" for the job, lower turnover, higher productivity and morale |
| Job-ready with pre-vocational and essential basic skills | Get qualified workers, save training time and money |
| Highly motivated and dependalbe | Get a "full day's work for a full day's pay," greater loyalty, lower absenteeism |
| Meet federal definition of disabled, minority, disadvantaged, displaced | Compliance with EEO/AA regulations, good community public relations, tax breaks |

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## Successful Placement

A placement is successful when both the employer and the new employee are satisfied with the work arrangement. Throughout the placement process, it is essential to identify and resolve any problems and concerns on the part of either the employer or the applicant. Specifically, it is the Job Developer's responsibility to:

1. FOLLOW-UP WITH THE EMPLOYER after the placement to address any immediate concerns such as low productivity, lack of punctuality, or inappropriate social behaviors.

2. FOLLOW-UP WITH THE EMPLOYEE after the placement to address any immediate concerns such as transportation, day care, or wages.

3. PROVIDE LONG-TERM FOLLOW-UP to monitor applicant's progress.

The entire process of job placement is illustrated in the flow chart on the next page (adapted from *Performance Based Placement Manual* by Milt Wright & Associates, 1984).

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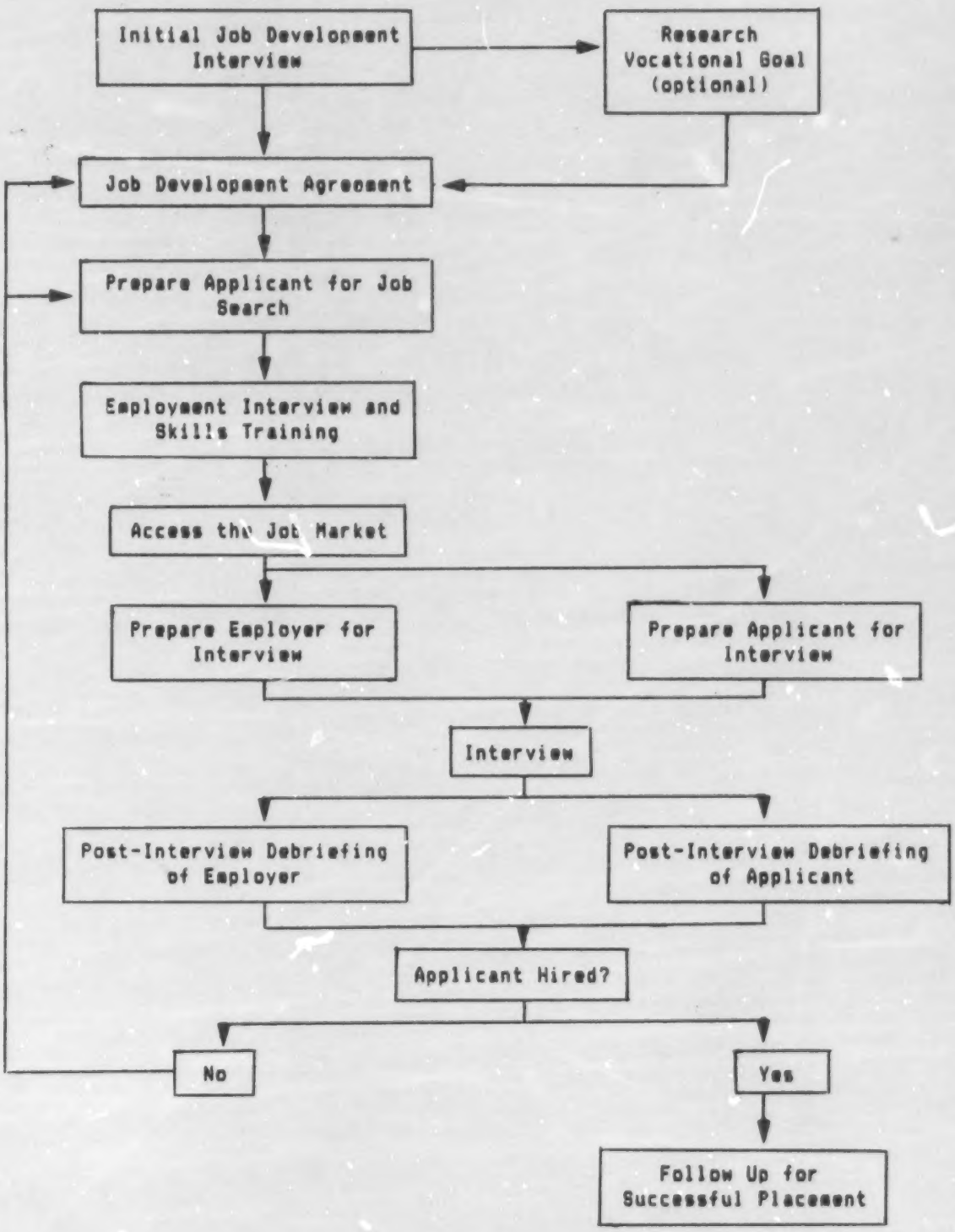
## The Job Placement Process



## Networking

> *"[Networking] isn't done in the conference room ... on a piece of paper. It is done over breakfast, after work, over a cup of coffee ..."*
>
> *Vickey Ricketts*
> *JTPA Special Programs Manager*
> *Department of Economic Security*

NETWORKING IDEAS for the state of Arizona produced through group work at the conference included:

* Interagency "Job Bank" for job leads
* Membership in the Job Placement and Development Division of the American Rehabilitation Association
* Equal representation of private and public sector on conference task forces
* Statewide clearinghouse for job development resources
* Directory of Job Developers
* Employer/Job Developer workshops for regional and local areas
* Register of agencies dealing with special needs clients listing specifics of programs, contact persons, etc.
* Observation at agencies or organizations other than one's own
* On-going networking meetings between Job Developers and agencies
* Continued professional training and workshops
* Local and statewide computer network
* Reorganization of Interagency Council to include private sector
* Publication of a Job Developer newsletter
* Hotline phone number to exchange needs and applicants

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## Participants in the Conference

*"I would like you to make a personal commitment at your table, that you get to know -- before the end of this workshop -- everyone at your table and something about the agency or institution that that person represents and start your own NETWORKING at the table."*

*Virginia Posey*
*Conference Coordinator*

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